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ABSTRACT

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on program evaluation. The board's role in program evaluation is primarily to set the goals and philosophy of the district, to establish policy for program evaluation, to examine the congruence between the district's philosophy and its programs, and to make program decisions on the basis of this information. The workshop's four basic segments justify school board involvement in the curriculum, cover the school board's role in program evaluation, discuss the use of evaluation information in decision-making, and apply the workshop lessons to individual district situations. The workshop manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, its organization, and familiarization with relevant materials. The presentation section includes sequential descriptions of workshop activities and instructions for conducting those activities. The resource materials provided include a paper on evaluating instructional programs, and masters from which transparencies can be reproduced for projection at the workshop. (Author/PGD)

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- The Association of Alaska School Boards
- The Idaho School Boards Association
- The Montana School Boards Association
- The Oregon School Boards Association
- The Washington State School Directors' Association
- The National School Boards Association
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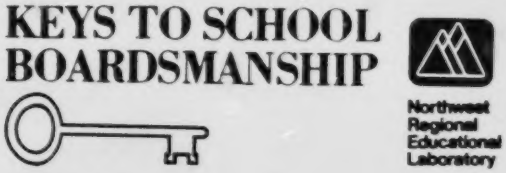
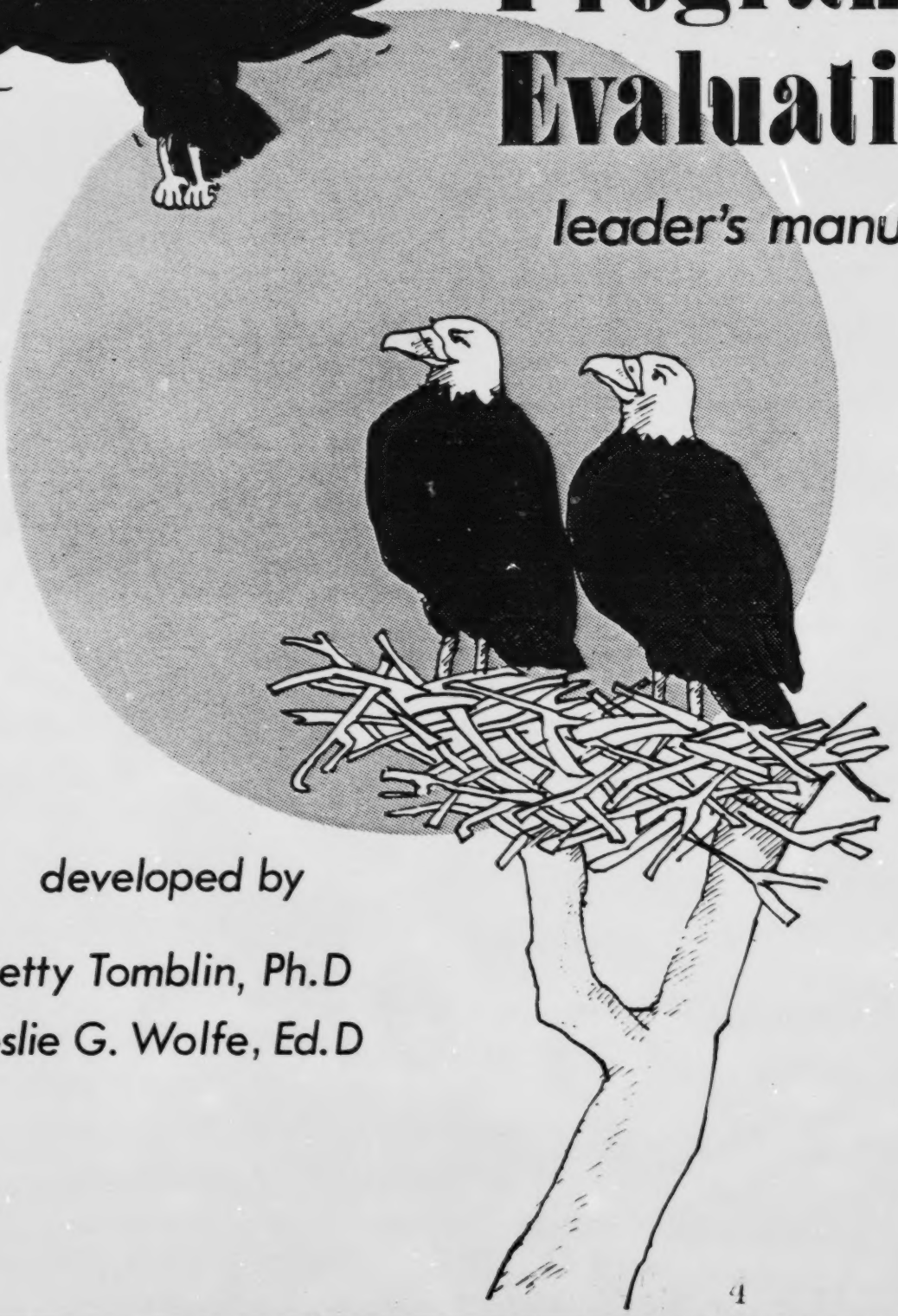


Program Evaluation

leader's manual



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Prologue:

This manual is one in a series of thirteen developed by the Northwest Regional Educational Laboratory (NWREL) as part of the "Keys to School Boardsmanship" project.

The workshop programs resulting from the project are intended to help strengthen local school boards through continuing education.

The workshops in the series have been thoroughly tested by NWREL staff and by the staff of state school board associations in Alaska, Idaho, Montana, Oregon and Washington. These programs have been found to be extremely useful as tools for strengthening continuing education services to school board members.

The "Keys to School Boardsmanship" materials are now being published and distributed by the National School Boards Association (NSBA). In addition, the NSBA is developing a national center designed to assist state associations to make the best use of the material.

Thirteen manuals in the series now available from NSBA include:

- Board/Administrator Relations
- Building Bridges: School Board Political Roles
- Communicating with the Community
- Conflict: Alternatives to Blowing a Fuse
- Effective School Board Meetings
- The Educational Management Team
- Policy Development
- Policy is Power
- Program Evaluation: School Board Roles
- What Do School Boards Do?
- School Board Self-Assessment
- School Improvement: A Tune the School Board Can Play
- Teamwork: The Board and Superintendent in Action

SECTION 1: INTRODUCTION

Purpose and Rationale

Program evaluation is a systematic collection of information about a program which includes a judgment of worth and recommendations for improvement of and decisions about the program. The primary purpose of program evaluation is not to prove but to improve. Of course, decisions do have to be made to cut back or discontinue programs. Even then, program evaluation can help insure that the decision is based on good information rather than opinion. Evaluation is an important part of a well functioning program.

Evaluation of programs should be systematic, continuous and monitored by the board. As the board looks at the programs in the district, the cycle enlarges to include other steps. The board can look at a program through evaluation to see if it is consistent with the goals the board has set for the district. It can then monitor the stages of implementation and evaluation, and then use that evaluative information to help you make decisions which will result in revision or improvement of the program to more closely reflect the goals and philosophy of the district. The board's role, then, is primarily to set goals and philosophy of the district, set policy for program evaluation, request evaluation, use evaluation information for its program decisions and examine its congruence between programs and philosophy.

Emphasis is placed on the ways in which program evaluation information can be used to help board members in specifying the basis of decisions, communicating with the community and becoming more knowledgeable about their district program.

The roles of the board members in program evaluation stressed in the workshop are to:

- Ask questions—description of program and impact of program
- Use evaluation information to help them make decisions about programs and policy
- Set policy to insure ongoing evaluation within district

The workshop package includes a participant's workbook, a set of transparencies, a workshop leader's guide, several written curriculum situations, a resource list, other handouts which may be used, and a workshop critique form. The workshop is divided into four basic segments:

1. Introduction and justification for school board members to be involved in curriculum
2. Determining what the roles of the school board and the educators are in program evaluation

3. Using program evaluation information in school board decision making (identifying decisions and critical questions on specific curriculum situations)

4. Applying the prioritizing exercise to their own unique school district situations

The Program Evaluation workshop is developed around nine learning activities. Each activity contains a variety of instructional and experiential activities that are designed to help the participant achieve specific objectives.

Goals and Objectives

The goals of the Program Evaluation workshop are:

- To introduce board members to the notion that evaluation judgments are always being made
- To demonstrate that the most effective judgments are the result of a planned, systematic cycle of evaluation

The objectives of the Program Evaluation workshop are:

- To demonstrate that school board members can play an important role in program evaluation
- To define program evaluation as a two-step process: (1) information collecting and (2) judging
- To demonstrate a procedure that might be used by school board members in program evaluation
- To identify and practice a three-step decision making process that can be used by a school board in program evaluation. The steps are: (1) identify the decision to be made, (2) list the questions that need to be asked and (3) select the most important questions.
- To explore the school board's role in program evaluation
- To develop a series of questions that board members can take back to their school districts about program evaluation

Organization of the Leader's Guide

The Leader's Guide contains the basic directions and materials you will need to plan the workshop. Any additional information or experience that you can bring to the workshop will serve to strengthen your presentation.

Section 2: Planning the Workshop

Section 2 contains information about preparations the leader needs to make before presenting the workshop. Included are hints and suggestions about:

- Focus and scope
- Objectives and time estimates
- Becoming familiar with the material
- Reviewing Section 3
- Skills needed
- Organizing for learning
- Grouping of participants
- Use of transparencies
- Warnings
- Equipment needed

Section 3: Presenting the Workshop

Section 3 includes a step-by-step description of the workshop procedures, along with the time allocations and the required resources. In addition, you will find:

- A sequence of workshop activities
- Specific instructions and references to participant materials and audio and visual aids
- A leader focus for each workshop activity
- Helpful hints about workshop activities

Section 4: Evaluating the Workshop

Section 4 contains the procedure used for evaluating the workshop.

- The background of the development and testing of this workshop

Section 5: Resources

This section contains reading material which the leader will need to become familiar with before presenting the workshop. Included in this section are:

- Concept papers
- Background reading and references
- Further explanation of ideas developed in the workshop

Section 6: Participant Materials

SECTION 2: PLANNING THE WORKSHOP

Focus and Scope

The Program Evaluation workshop is composed of nine instructional activities, each with a set of unique objectives. It is possible to redesign the workshop to emphasize specific objectives or to meet given time requirements; however, a word of caution is in order. The workshop will be less successful if in the redesigning the time allocated for group discussions, interactions and simulations is eliminated. This program should not be turned into a lecture because of time limitations.

Time Estimates and Activities

The following outline presents the activities and the approximate time needed for each.

Total Time:
2 hrs., 45 min.

PROGRAM EVALUATION WORKSHOP

Time	Activity	
15 minutes	Activity 1:	Introduction and Objectives
20 minutes	Activity 2:	Defining the Learning Program
25 minutes	Activity 3:	Evaluation Exercise
25 minutes	Activity 4:	What is the Board's Role?
5 minutes	Activity 5:	The Board's Role
15 minutes	Activity 6:	Use of Evaluation Information
10 minutes	Activity 7:	Review and Legal Basis
40 minutes	Activity 8	Questions
10 minutes	Activity 9:	Summary
10 minutes	Activity 10:	Evaluation

Becoming Familiar With the Materials

This workshop has been designed around a very specific notion about the school board's role in program evaluation. The papers presented in Section 5 of this notebook were developed to provide you with the background, research and theory upon which this workshop is built. They do not represent the last word on the subject, and any additional research and reading that you can bring to the subject will strengthen your presentation.

Reviewing Section 3: Presenting the Workshop

Section 3 of the Leader's Guide is a step-by-step outline for presenting the workshop. There are a number of "cues" that have been used to assist you in the presentation; These are as follows:

- Activity

  Each unit of instruction is identified by an activity number and title, both of which are underlined, i.e., Activity 2: Defining the Learning Program. Each activity stands as a unique unit of learning with its own objectives, participant activities and basis of knowledge. The various activities are related in that they are all a part of a larger common concept, in this case, program evaluation. (See Figure 1a.)

- Leader Focus

  Immediately underneath the activity number and name there is a heading, Leader Focus, that is also underlined. The Leader Focus provides you with a "mind set," a "feeling," an "attitude" or an "anticipatory set" that you should attempt to establish in this unit of instruction. The Leader Focus might be defined as the "affective" objective for the unit. (See Figure 1b.)

- Time

  The total time required for each activity will be located at the top left hand column of the first page of the activity. Additional divisions of time within the activity will also be noted in the left hand column. (See Figure 1c.)

- Materials

  The right hand column of each page will list the materials, transparencies, workbook references or other activities for instruction that need to be brought to your attention. The references will be noted in the right hand column next to the appropriate point of instruction. (See Figure 1d.)

  The middle section will use three cues. They are:

  - Leader Instructions
    - Subpoints
  - Lecturette
    - Subpoints
  - CAPITALIZED WORDS
    - Subpoints

- Leader Instructions

  The cue, Leader Instructions, alerts you, the workshop leader, to something you must do, say or cause to happen. Each of the following bullets "o" (see Figure 1e) are additional sequential cues to the leader.

- Lecturette

  The cue, Lecturette, alerts you that at this point in the workshop you are expected to provide a knowledge base or lecture about a given subject. The main points in the lecture will be outlined in the following paragraphs until you reach a new cue. You will also find in Section 5, Resources, papers that will provide additional background for the lecture. It is best to make the main points in your own language or words. Do not read the lecturette. (See Figure 1f.)

- CAPITALIZED WORDS

  The cue of CAPITALIZED WORDS within the general framework of the text alerts you to the advisability of reading the exact words to the participants. The exact words in this case will help direct all the participants through the planned learning activity. (See Figure 1g.)

- The cue "--" is used to alert you to subpoints that may be used to add to or clarify a thought or statement. (See Figure 1h.)

- Helpful Hints is a cue that will appear at the end of some activities. Its intent is to cue you into something that will help make the workshop more successful. (See Figure 1i.)

- A solid line across the entire page will be used to indicate the end of the activity. (See below and Figure 1j.)

Figure 1 on the following page is a visualization of what might occur in one unit of instruction.

FIGURE 1

TIME		MATERIALS (d)
(c)		
Total Time: 30 min.	Activity 2: Defining the Learning Program (a)	
	Leader Focus: (b)	
		(d)
5 min.	o Leader Instructions: (e)	Trans. PE 1
	o (e)	
	o (e)	
	— (subpoints) (h)	d)
	— (subpoints) (h)	Workbook Page 2
	(g)	
20 min.	o Lecturette: (f)	
	o (f)	
	o Ask them, IF THE SCHOOL BOARD IS IN CHARGE, WHY DON"T YOU DO IT? (g)	
	— (subpoints) (h)	
(i)		
	Helpful Hint: Move this section very fast...	
(j)		

Skills Needed for the Workshops

Before you make a decision to use these materials, you might take a few minutes and think through four interrelated decisions you should consciously make. All workshop leaders or teachers make the same decisions. The only difference is that a few understand they are making the decision, and the others do it by the "seat of their pants," or as Madeline Hunter says, "like egg on a wall you may or may not hit the spot." The decisions are: first, what are the needs of the participants; second, how much time do you have to work with the participants (one time only for one hour, several times for one hour, one time for four hours, etc); third, what extent of knowledge do the materials represent; and fourth, what are your skills in workshop leadership and competencies in the subject matter?

Participant Needs

In any workshop the participants will come to the program with a variety of needs, beliefs and styles. Most adults learn best about that which they can immediately use. However, within that statement there is a range of participants; there is a group that just wants to learn about the idea, still another group that wants to develop skills and a third group that wants to immediately apply the information. Of course, it takes less time to expose a person to an idea, more time to teach participants a skill, and even more time for them to learn how to apply and use the skill.

At the same time, many participants come to a conference solely for the opportunity to socialize, discuss current issues and to strengthen and enlarge their interactions and acquaintance with other school board members. The materials in this workshop were designed to meet these "inclusion" and "belongingness" needs through controlled small group discussions and interactions. The word "controlled" is used because these same adults have a need to appear to be in control, and at the same time, they want the workshop to be in control, and be of value and present a worthwhile learning experience.

Small group interactions are an important foundation of the design because they also encourage "feedback." Adults need the opportunity to apply and try out new knowledge. Adults need to know where they stand. They need an opportunity to test new ideas and to make mistakes. The small groups allow the freedom and create the control needed to reinforce described learning outcomes and to help mistakes become valuable learning opportunities.

The use of small groups provides a balance between the "expert" workshop leader and the "experience-based" school board member. The small groups create an opportunity for the school board member to test his/her experiences with the ideas of the presenter.

Any attempt to reduce the small group interactions in this workshop in order to "give more information" will surely "gut" the basis of the design and ignore the needs of the participants.

Time

The critical element in learning is time. The biggest mistake the workshop leader can make is to attempt to build skills or force technical application of knowledge without enough time. Time relates to learning. You must relate the time available to the needs of the participants. The critical decision is whether you have enough time to meet the participants' needs and the objectives. A workshop designed to develop skill will take more time than one designed to expose the participants to an idea.

Level of Materials

The research and development of the concepts and materials in this workshop centered on three levels. The first level was identified as the "introduction level," defined as representing enough of the generalized concepts in the subject area to present a current overview of the subject matter. The second level was identified as skill building, which was described as representing the basic skills in the subject matter. Finally, the third level was identified as the technical assistance level, representing an expansion of the basic skills to include application, analysis, synthesis and evaluation skills.

The materials in this workshop were developed to be used at an exposure or skill building level. The skills that are represented in the materials are specific and by no means represent a complete view of the knowledge on the subject. If the workshop leader or association representative is expected to work at a technical assistance level with an individual school district, he/she would surely be expected to bring additional knowledge and skills to the experience.

Leader Knowledge and Skill

A leader with a minimum amount of skill and knowledge should be able to present the workshop at both an introduction and skill building level by following the suggested steps in the Leader's Guide. In this case, the workshop leader should stay very close to the suggested outline. After presenting the workshop several times, the leader may then be ready to create his/her own choices within the materials. If, on the other hand, the workshop leader is an experienced workshop leader with an extensive knowledge in the subject area, the materials in the Leader's Guide may well serve only as a reference or guide. In this case, the leader may choose to alter the material to meet his/her own style or workshop objectives.

The concept papers and other material in the reference section of this Leader's Guide provide a ready reference for the growing leader who wishes to expand beyond the structured material. Just about any material including the most complex mathematical problems can be delivered with a structured, mechanical knowledge level approach. The growing, creative workshop leader will move to a higher level of understanding—application, analysis, analysis of relationships and analysis of organizational principles. At this point, the leader will be in a better position to help individual school boards on a technical assistance level.

The question for the leader is, are you going to throw egg at the wall or are you going to practice what you preach--quality workshop leadership and quality representation for local control?

In any case, all workshop leaders are advised to review all the material, the transparencies and the workshop exercises before making the first presentation in public.

Workshop Difficulty

The Program Evaluation workshop systematically defines the role of the school board in evaluating the district's programs. This is an easy program to present; however, you should bring some knowledge of program evaluation to the workshop. The materials with a medium level of knowledge from the leader will serve as an outline for skill building and technical assistance.

Organizing for Learning

The Program Evaluation workshop is designed to bring together the personal experiences of the participants with the new experiences and information presented in the workshop. Consequently, the most effective way to use the materials and to organize the workshop is to create an environment that facilitates interaction of the participants with the new information. Conversely, the least effective way to use the materials is to lecture to the participants.

The most appropriate arrangement for the room is one with tables to accommodate seven to ten people organized in such a manner that all the participants can see a central projection area.

If small group arrangements are not possible, attempt to provide for arrangements where the people can move around for worksessions.

As workshop leader, you are encouraged to adjust, add or remove parts of this workshop to meet your style and the participants' needs. It won't be yours until you change it.

Depending upon your goals, the groups can be either organized around "home groups" or "stranger groups."

Home groups give the participants an opportunity to use live, meaningful examples from their own district. However, it limits the inclusion of new ideas, limits workshop communication, and allows the typical dominating superintendent or board member to continue to dominate.

Stranger groups provide an opportunity to increase communication between school boards, which tends to facilitate sharing new ideas. This, of course, may be good or bad. The stranger groups do allow board members to "rehearse" new roles without feeling as self-conscious or threatened.

Use of Transparencies.

Transparencies in this workshop serve a rather unique function, the same function for the workshop leader as "cue" cards do for TV broadcasters. The transparencies have been designed to free you from the "written page" of the Leader's Guide. The transparencies carry in an abbreviated form the main points of a lecturette or some other information that is to be provided by you. Consequently, with just a little homework, you should be in a position to display the transparency and expand the abbreviated points through a lecturette or directions. The key is to free yourself from the podium or central stage and walk around while delivering the message.

Warning: Do not attempt to deliver this program without first reviewing and coordinating the transparencies with the various activities in Section 3 of the workshop.

Do not use the program in a structured lecture hall where participant interaction is restricted. The exercises and program are designed for interaction, not a lecture.

Equipment and Materials Needed

- Newsprint paper and markers
- Masking tape
- Workbooks
- Overhead projector
- Spare projector bulb
- Blackboard
- Transparency markers

SECTION 3: PRESENTING THE WORKSHOP

PROGRAM EVALUATION

TIME		MATERIALS
Total Time: 15 min.	Activity 1: Introduction and Objectives	
	Leader Focus: The purpose of Part 1 is to provide the participants with easy, highly interactive experiences in order to move towards an open, free and trusting workshop. Keep this section fast moving. Attempt to honor and confirm the worth of school boards. This is an inclusion exercise.	
	o Leader Instructions: Distribute the participant booklet, "A Work Session."	
5 min.	o Review the workshop objectives. Either write them on newsprint for everyone to see or use the transparency provided. At the end of the workshop, the participants should identify the following:	Newsprint or Trans. PE 1 Participant Booklet Page 1
	— Program evaluation and how it is used	
	— The school board and program evaluation	
	— How program evaluation can help school board members	
	— Some of the questions program evaluation can answer	
	— Some of the questions school board members need to ask about program evaluation	
	o Instruct the participants to turn to the introduction Exercise 1, "Where Are You?" Instruct the participants to take about five minutes to answer the questions.	Participant Booklet Page 2
	o Next, if the workshop is organized in small groups, instruct the group members to take about five minutes to share their answers in their groups. If there are no small groups, have the participants share with a neighbor.	

TIME			MATERIALS
10 min.	o	After the participants have had a chance to answer and discuss the questions on "Where Are You," ask for a show of hands to the following questions. (Count the audience reaction and write the count on newsprint or a transparency.)	Trans. PE 2
		— HOW MANY SAID THE BOARD SPENDS LESS THAN 10 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 10 AND 20 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 20 AND 30 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 30 AND 40 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 40 AND 50 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 50 AND 60 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
		— HOW MANY SAID THE BOARD SPENDS BETWEEN 60 AND 100 PERCENT OF ITS TIME ON CURRICULUM MATTERS?	
	o	Allow time for participant reaction and go onto the next item. Record the answers on Transparency PE 2.	
	o	Continue on and ask for a show of hands to the following question:	Trans. PE 3
		— HOW MANY OF YOU HAD A LARGER PERCENTAGE NUMBER FOR QUESTION #2 THAN #1?	
	o	Ask, HOW MANY OF YOU WOULD LIKE TO SPEND... (Make a count and write it down.)	
		— 0-25 PERCENT OF YOUR BOARD TIME ON THE LEARNING PROGRAM	

— 25-50 PERCENT OF YOUR BOARD TIME ON THE LEARNING PROGRAM

— 50-75 PERCENT OF YOUR BOARD TIME ON THE LEARNING PROGRAM

— 75 PERCENT OR MORE OF YOUR BOARD TIME ON THE LEARNING PROGRAM

- Share and review the count of what they would like to do.
- Ask them, IF THE SCHOOL BOARD IS IN CHARGE, WHY DON'T YOU DO IT?
- Lecturette: A 1979 NSBA survey of new school board members indicated they expected curriculum to be the biggest issue with which they would work.
- New board members expected curriculum to take about 27 percent of their time.
- Boards actually spent about 6 percent of their time on curriculum related matters.
- The number one reason board members resign or refuse to serve again is due to their lack of involvement in the learning program.
- Emphasize the point that the school board, through policy, can direct the superintendent to spend 20, 30, 40 percent or more time of each board meeting on curriculum and school improvement.
- Emphasize the point that if the board wants to work on school improvement, it must provide for program evaluation.

TIME		MATERIALS
Total Time: 20 min.	Activity 2: Defining the Learning Program	
	Leader Focus: The purpose of this section is to define the elements of the learning program—planned experiences to achieve pre-planned goals. This activity is designed to be an inductive experience and to facilitate group interaction.	
5 min.	o Leader Instructions: Have each group (table) develop a list that represents in their view the three or four most important goals for the schools. Tell them they have 5 minutes.	
	o Have each group share their list within their group.	
	o Lecturette: In a 1981 publication from University of California at Los Angeles, Dr. John Goodlad reported that all education goals can be combined into four areas.	
	o The list should include:	Trans. PE 4
	— Academic goals	
	— Social goals	
	— Vocational goals	
	— Personal development goals	
	o Leader Instructions: Have a few of the tables share their list with the total group.	
	o Next ask the participants to develop a list of the items the "board pays for" to help the students reach the goals.	
5 min.	o Give the participants time to develop their own lists before you share the transparency.	
	o Ask the groups to give reports.	
	The list should include:	Trans. PE 5
	— Textbooks	
	— Teachers	
	— Principals	

TIME			MATERIALS
		— Superintendents	
		— Teacher aides	
		— Custodial staff	
		— Counselors	
		— Others in the school	
		— Learning materials	
		— Physical facilities	
		— Etc.	
5 min.	o	Next ask the participants to list the things teachers do to help students achieve goals.	
		— Use Edgar Dale's Cone of Experiences to bring this together after the participants have shared their ideas.	Trans. PE 6
	o	Now define the "learning program" (curriculum) as <u>the actual experiences provided pupils by the school to realize goals.</u>	Trans. PE 7
	o	Summarize and tie in goals and experiences.	
5 min.	o	<u>Lecturette</u>: Discuss other experiences students get over which the board has no control:	Trans. PE 8
		— The students themselves (their abilities, motivation)	
		— Community expectations	
		— Parent expectations	
	o	List or discuss indirect experiences that influence learning:	Trans. PE 9
		— The teachers and the way they teach (both their professional expertise and their human side—how they work with people)	
		— The administrators and the way they "run the schools" (both their professional expertise and administrative skills and their humanness in working with teachers, aides, students, and all employees)	
		— The superintendent, who works with the district and directly with the board	

TIME	MATERIALS

— You, as a board member and the decisions you make, the values you hold, the goals you set for the district, and the amount of time you spend at board meetings on the curriculum

o Define the learning program again. Trans. PE 7

o Continue on by saying:

TODAY WE ARE TALKING ABOUT THE EXPERIENCES THE STUDENTS IN YOUR DISTRICT HAVE IN THEIR SCHOOLS. YOU, AS BOARD MEMBERS, WANT TO MAKE SURE THOSE EXPERIENCES ARE WORTHWHILE AND LEAD TO ACCOMPLISHING THE GOALS YOU HAVE SET FOR YOUR DISTRICT.

o Stop and ask for questions or comments. Summarize.

> Helpful Hint: Try to move this section very quickly; however, it is important to allow for group inclusion. It is also critical that the participants have some idea as to those "things" over which they have control that affect learning.

TIME		MATERIALS
Total Time: 25 min.	Activity 3: Evaluation Exercise	
	Leader Focus: The purpose of this activity is to provide a set of common experiences that will move the participants toward a two-step definition of evaluation: INFORMATION-JUDGMENT. The purpose here is to demonstrate that we all make judgments and evaluations. The problem is, how good are they?	
5 min.	o Leader Instructions: Now ask the participants to turn to Exercise 2, Program Evaluation, and complete the five questions on the worksheet. Tell them, YOU ARE TO THINK OF YOUR OWN DISTRICT WHEN YOU ANSWER THE QUESTIONS. YOU WILL HAVE FIVE MINUTES TO COMPLETE THE EXERCISE AND TO SHARE IT WITH YOUR GROUP.	Participant Booklet Page 3
	o The object is not to have participants share their answers, but to have them provide an answer to these questions. In answering the question, the person "collects or identifies information," then judges that information to make a decision (which is the definition for program evaluation). That is, "Evaluation is a process of gathering information and making judgments."	
5 min.	o Ask the participants to respond by a show of hands:	
	— DID YOU IDENTIFY THE TEACHER WITH THE MOST EFFECTIVE READING PROGRAM? RAISE YOUR HANDS IF YOU DID.	
	— WOULD YOU VOTE TO MAINTAIN YOUR DISTRICT'S MATH PROGRAM AS IT IS NOW? RAISE YOUR HANDS IF YOU SAID YES. RAISE YOUR HANDS IF YOU SAID NO.	
	— DO STUDENTS GRADUATING FROM VOCATIONAL COURSES HAVE THE SKILLS NEEDED FOR THAT VOCATION? RAISE YOUR HANDS IF YOU SAID YES.	
	— WHO IS THE BEST TEACHER IN THE DISTRICT? HOW MANY IDENTIFIED THE BEST TEACHER? RAISE YOUR HANDS.	

TIME			MATERIALS
		— SHOULD STUDENTS BE REQUIRED TO TAKE CHEMISTRY BEFORE GRADUATING FROM HIGH SCHOOL? HOW MANY SAID YES? RAISE YOUR HANDS IF YOU DID.	
	o	Make the point that the participants are evaluators because they just made a whole series of judgments. The problem may be:	Trans. PE 10
		— DID YOU HAVE GOOD INFORMATION?	
		-- WHERE DID YOU GET YOUR INFORMATION?	
10 min.	o	Lecturette: Point out that each of these questions involves some sort of evaluation, valuing or judging to get an answer. That answer may depend on the information on which the judgment or evaluation is made.	
	o	Comment on the types of information. Tell them that they are all good, but we all need a number of sources on which to make a judgment:	Trans. PE 11
		— Intuition	
		-- Personal likes/dislikes	
		— Opinion of neighborhood	
		— Test data	
		— Test data collected over 10 years	
		— External evaluation team	
		-- Winning state championship two years out of last three	
		-- Adoption of new reading program, comparison evaluation of that program with program existing in other schools in district	
		-- Reading a research report of math program used in your district's elementary schools	
		— Report by reading specialist at last month's board meeting	
		-- Advisory committee study of high school science programs	

- o There are many, many criteria on which to base a judgment.

- o A single criterion may be incomplete or an inadequate basis for a board's decision and you want to identify the basis on which your board makes decisions.

  - — For example: A new neighbor calls to complain that the elementary math program provided to her daughter is not as good as the one in their previous location (Wherever, USA).

    Possibilities:

    - — The math program really needs some revision and updating.

    - — That particular neighbor has a personal dislike of the teacher.

    - — The student did not do homework for math class, got a zero for the daily class work and came home and complained about math. The parent/neighbor took the daughter's word without investigation.

    - — The teacher in the program is a year from retirement and has not kept up to date regarding teaching mathematics.

  - — The district's math inservice program is not sufficient.

- o On and on and on. Moral of the story: One complaint is not a sufficient basis for changing the math curriculum.

- o You do not know when you hear a complaint from a neighbor or patron <u>if that complaint is an isolated comment or the tip of an iceberg, indicating that there are problems, until you have more information</u>. Trans. PE 12

TIME		MATERIALS
	o Any of these possibilities might be true. Without more investigation or more information, you simply do not know the extent of the problem.	
	o Our definition of evaluation is that EVALUATION IS A TWO-STEP PROCESS. THE FIRST STEP IS GATHERING INFORMATION. THE SECOND STEP INVOLVES JUDGING THAT INFORMATION TO MAKE A DECISION. (Read the transparency.)	Trans. PE 13
	o If you make a decision based on one parent's complaint, then you are set up for reactions to other complaints.	
	o If you need to make a decision for political reasons, fine. Do so—but be willing to define those reasons.	
	o You want to be in control while being responsive to your community, but not to be "reactive" to every complaint or to overreact until you know the full story. You don't want to start a full scale evaluation on the basis of one complaint.	
	o Allow time for questions and reactions.	
5 min.	o Summarize by saying that, for the purposes of this workshop, evaluation is defined as a two-step process: 1. Identify and collect information 2. Judge and place value on that information so that a decision can be made	Trans. PE 13
	o Reusing Iceberg transparency, continue summary by saying, WHEN YOU HEAR A COMPLAINT OR GET A QUESTION, YOU DON'T KNOW IF YOU HAVE AN ICE CUBE OR THE TIP OF AN ICEBERG UNLESS YOU HAVE A PLANNED SYSTEM OF EVALUATION.	Trans. PE 12

TIME		MATERIALS
Total Time: 25 min.	Activity 4: What is the Board's Role?	
	Leader Focus: The purpose of this section is to establish the notion that the board's specific responsibility is to guarantee a quality learning program within the requirements of state law and the needs of the local school district.	
	o Lecturette: Ask and answer the question, WHAT IS THE BOARD'S ROLE IN THE LEARNING PROGRAM?	
	o THE SCHOOL BOARD HAS A RESPONSIBILITY FOR PROVIDING FOR A PROGRAM OF QUALITY INSTRUCTION WITHIN AVAILABLE RESOURCES (NWREL Keys project, Four Functions paper).	Trans. PE 14
	o LOOK AT THOSE WORDS, "QUALITY" PROGRAM, "AVAILABLE RESOURCES." (Transparency PE 14). THOSE WORDS IMPLY JUDGMENT, DECISIONS. HOW DO YOU KNOW IF THE CURRICULUM IS SOUND?	
15 min.	o Leader Instructions: Next, tell the participants to turn to Exercise 3, page 4, "Who Is Responsible." Read the instructions and ask them to respond to the statements. After they complete the exercise as individuals, have them share their responses with their neighbors or their small group. Tell them they have 15 minutes to complete Exercise 3.	Participant Booklet Page 4
5 min.	o Lecturette: After they have completed the exercise and have had time for discussion, you might point out that:	
	— There are no clear-cut right/wrong answers that apply in all districts.	
	— Answers should vary according to district.	
	— Answers will vary according to operating style of the school board and the superintendent.	
	— The important point to be made is that each district should decide the answers for itself.	
	— The superintendent and the board for each district must decide for themselves.	

- If the board sets up goals and philosophies of the district, hires a professional staff, allocates monies to purchase textbooks, adopts curriculum plans, and so on, has it fulfilled its responsibility?

- No! It has a responsibility which is ongoing and continuous. It must ask questions and seek information about the learning program. It must insure that the learning program is evaluated. Trans. PE 15

  1. Is the curriculum sound?

  2. Is the instructional staff implementing the plan?

  3. Are the students learning what was desired and planned for them to learn?

- The board's role is to insure quality programs through setting a policy for a systematic plan for program evaluation.

- The board should provide for program evaluation by its policies.

- An ongoing, systematic plan for evaluation of curriculum which fits with the size of your district and is budgeted and planned in advance is better than a response to a "crisis."

- You do not have adequate information about your school programs until you have a planned, systematic way of evaluating the learning program.

- Point out that intuition is okay. It is a valid part of information, but it may not be sufficient basis on which to adopt, discontinue or revise a curriculum.

TIME			MATERIALS
5 min.	o	Point out it is the board's responsibility to see to it that a curriculum plan is developed, implemented and evaluated.	
	o	Is the curriculum meeting the needs of the students and the school district?	
	o	Here's what the evaluation cycle looks like.	Trans. PE 16
	o	The development curriculum circle is a dotted line because once it is developed, the cycle becomes a continuous process of looking at that curriculum and continuing it or revising it as needed.	

Helpful Hint: Participants may say, "We don't have time to do all the things we are already doing or that we need to do now." "Why can't we leave those things to the professional educators that we have hired?" Emphasize that the board won't usually be involved in doing the evaluations but should provide for the evaluations to be done, and the board should insure that the information from evaluation is useful and timely. In small school districts the school board may need to get help from an outside agency, preferably the state school boards association. Emphasize Transparency PE 16. Drive home the point—a "planned system."

TIME		MATERIALS
Total Time: 5 min.	Activity 5: The Board's Role	
	Leader Focus: The purpose of this exercise is to establish a list that starts to define the school board's role in program evaluation. The list will never be complete and will vary from district to district.	
	o Leader Instructions: Tell the participants to turn to Exercise 4, page 5 of their workbook.	Participant Booklet Page 5
	o Lecturette: Use Transparency PE 17 and review the list.	Trans. PE 17
	o Ask the participants if they can add to the list or if they have any comments.	
	o Go back over Transparency PE 16.	Trans. PE 16
	Helpful Hint: Drive home the points listed on Transparency PE 17.	

TIME		MATERIALS
Total Time: 15 min.	Activity 6: Use of Evaluation Information	
	Leader Focus: The purpose of this exercise is to move the participants from the theoretical notions of evaluation information to the uses of evaluation information.	
	o Leader Instructions: Have the participants turn to page 6 of their workbook, Exercise 5.	Participant Booklet Page 6
10 min.	o Tell the groups they have 10 minutes to develop a list of ten ways on how a school board would use information from evaluation.	
	o Remind them that each group will give a report at the end of the time.	
5 min.	o After each group has reported, use Transparency PE 18 to review some of the uses of evaluation results. Tie in their ideas with the transparency.	Trans. PE 18

TIME		MATERIALS
Total Time: 10 min.	Activity 7: Review and Legal Basis	
	Leader Focus: At this point, you should review where the participants have been in the workshop.	
5 min.	o Lecturette: First, we established that school board members wanted to become more involved in the learning program.	
	o Second, we established that they could become more involved by directing the superintendent to spend more of the board's time on curriculum evaluation.	
	o Third, we defined the learning program as the "actual experiences provided by the school to realize goals."	
	o Fourth, we defined evaluation as a two-step process: collecting information and making judgments.	
	o Fifth, we explored the school board's role in program evaluation.	
	o At this point, you should summarize and establish the board's responsibility and authority for the school program and its evaluation:	
	1. Quote state laws or regulations appropriate for that state. (Look them up for your state.)	
	2. State project philosophy or quote NSBA or other authorities. (See quote below.)	
	3. Community expectations.	
	o Your State Law (Quote it here.)	

TIME			MATERIALS
5 min.	o	Quote Harold Webb, NSBA Former Director, 1976:	
		"Boards have the responsibility to ask three questions:	Trans. PE 15
		1. IS THE CURRICULUM SOUND?	
		2. IS THE INSTRUCTIONAL STAFF IMPLEMENTING THE PLAN?	
		3. ARE THE STUDENTS LEARNING WHAT WAS DESIRED AND PLANNED FOR THEM TO LEARN?"	
	o	Quote Thomas A. Shannon, Executive Director, National School Boards Association:	Trans. PE 19
		"SCHOOL BOARD MEMBERS ARE ULTIMATELY RESPONSIBLE AND ACCOUNTABLE FOR THE QUALITY OF SCHOOLING. THIS RESPONSIBILITY EXTENDS SPECIFICALLY TO PROVIDING FOR EVALUATION OF TEACHERS, INSTRUCTIONAL MATERIALS, PRINCIPALS AND SUPERINTENDENTS AS WELL AS THE OVERALL ENVIRONMENT FOR 'LEARNING ACHIEVEMENT.'"	

TIME		MATERIALS
Total T me: 40 min.	Activity 8: Questions	
	Leader Focus: The purpose of this section is to apply the concept of evaluation.	
5 min.	o Leader Lecturette: Exercise 6 is constructed around seven concerns:	
	— Reading	
	— Math	
	— Foreign Language	
	— Social Studies	
	— Bilingual Education	
	— Sex Education	
	— Talented and Gifted	
	o Instructions: Each group should choose or be assigned one curriculum concern. The curriculum concerns are on pages 12-18 of their workbook.	Participant Booklet Pages 12-18
	o Do not let all the groups work on the same curriculum concern.	
	o Give each group three pieces of newsprint paper and one marking pen.	Newsprint Felt Pen
	o Tell the groups they are to put their answers on the newsprint for a report to the group, and they should pick someone to report—NOT A SUPERINTENDENT.	
20 min.	o Allow 15-20 minutes to complete the exercise.	
	o Have the participants turn to page 7, Exercise 6 of their workbook. Review the instructions. They are to:	Participant Booklet Page 7
	— Read the assigned curriculum concern on pages 12-18.	
	— Determine what decision needs to be made.	
	— Develop a list of questions that need to be asked.	

TIME			MATERIALS
		-- Select the three most important questions. -- List three pieces of evaluation information they would like from the superintendent. -- Place their group answers on the newsprint.	
15 min.	o	At the end of the Program Analysis exercise, provide time for reports to the large group. Note: Move from group to group, calling on different groups to respond to either parts 1, 2, 3 or 4 on the Program Analysis worksheet. Then summarize and move on to the next exercise.	

TIME		MATERIALS
10 min.	Activity 9: Summary	
	Leader Focus: The purpose of the summary activity is to draw the workshop to a close.	
	o Use Transparency PE 1 to review the workshop objectives.	Trans. PE 1
	o Relate the exercises in the workbook to the objectives.	
	o Objectives of the workshop were to stimulate discussion on program evaluation to identify:	
	1. Program evaluation and how is it used—Exercise 2, Program Evaluation.	
	2. The school board's role in program evaluation—Exercise 3, Who is Responsible and Exercise 4, Board's Role.	
	3. How program evaluation can help school board members—Exercise 5, Use of Evaluation.	
	4. Some of the questions program evaluation can answer—Exercise 6, Program Analysis.	
	5. Some of the questions school board members need to ask about program evaluation—Exercise 6 and Exercise 7a and 7b.	
	o Lecturette: Ask the participants to turn to pages 8 and 9 in their workbook.	Participant Booklet Pages 8-9
	o At this point you might say, THERE ARE SOME ADDITIONAL ISSUES A BOARD NEEDS TO THINK ABOUT IN REGARD TO EVALUATION.	
	o Then go over and comment on each of the items on pages 8 and 9.	
	o This may be a good place for your association to "sell" some of your services.	
	o Review page 10 of the participant book. Use Transparency 20 to guide your review.	Trans. PE 20

TIME		MATERIALS
10 min.	Activity 10: Evaluation of Workshop	
	Leader Focus: Let participants know you are modeling behavior. "I'm having you evaluate this session, just like you should evaluate yourselves as a school board, just like you yourselves should evaluate your people and programs. If you don't evaluate, how else can you grow or improve?	
	o Leader Instructions: Hand out the evaluation forms or refer the participants to pages 22 and 23 in the workbook.	Evaluation Form Pages 22-23
	o Ask for individual evaluations. Tell them they have 10 minutes.	
	o Collect, read and tabulate the results.	

SECTION 4: EVALUATING THE WORKSHOP

Evaluation is the hallmark of a professional—a good teacher or workshop leader. A systematic planned evaluation is the only method we have to determine the effectiveness of our instruction and the achievement of the learners. This program was developed around four techniques of development and evaluation.

Topic teams and state review committees identified the goals of the workshop, and in some cases, the techniques. In addition, pilot tests, field tests and expert reviews were used at appropriate times during the development and evaluation phases.

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*A summary report of evaluative procedures and results is on file in the Rural Education Program of the Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, Oregon 97204.

SUMMARY REVIEW OF DEVELOPMENT AND PILOT TEST ACTIVITIES

PROGRAM EVALUATION

Topic Team

The Oregon component of the school board inservice program was responsible for the development of three topics: (1) Policy Making, (2) Communicating with the Community, and (3) Evaluation. The Executive Director of the Oregon School Boards Association (OSBA), Mr. Tom Rigby, appointed one OSBA staff member to work with each topic: Mrs. P. Fitzwater, Policy; Mr. J. Marten, Evaluation; and Mr. D. Dixon, Communicating with the Community. Mr. Rigby also appointed representative school board members and superintendents to serve on each topic committee.

State Review Committee

In addition to the topic teams made up of school board members and superintendents, Mr. Rigby appointed and convened a State Review Committee. The purpose of the State Review Committee was to provide a forum for the involvement of opinion leaders from allied educational agencies. In attendance at the meeting on January 24, 1979 were:

Mr. Tom Rigby, Executive Director, OSBA
Mrs. Pat Fitzwater, Training and Policy Specialist, OSBA
Dr. Milt Baum, Oregon Department of Education
Dr. Wright Cowger, Willamette University, Professor and school board member
Dr. Ron Petrie, Dean, School of Education, Portland State University
Dr. Jens Robinson, Superintendent, Woodburn, Oregon
Dr. Ray Mullen, Superintendent, Tillamook Educational Service District
Mrs. Carol Williams, board member and President of the OSBA
Dr. Betty Tomblin, Northwest Regional Educational Laboratory
Dr. Leslie Wolfe, Northwest Regional Educational Laboratory

The State Review Committee made five recommendations:

1. The inservice programs should help clarify the role of the school board in public education.

2. The inservice programs need to emphasize the proactive role that can be played by an informed school board member.

3. The inservice programs must emphasize the dynamics that take place between board members, between the board and the superintendent, and between the community and the board.

4. The inservice programs must also be targeted to superintendents. The inservice materials should help create a dialogue between superintendents and school board members relative to their working relationship in a democracy.

5. The inservice program should be developed on several levels which should include materials that a superintendent can use with prospective or existing school board members.

Topic Team Explorations

The Program Evaluation topic team had four meetings between February 1979 and September 1979. The topic team suggested a workshop that would place emphasis on the ways in which program evaluation information can be used to help board members, such as in specifying the basis of decisions, communicating with the community and becoming more knowledgeable about their district program.

The roles of the board member in program evaluation stressed in the workshop were to be:

- Ask questions—description of program and impact of program
- Set policy to insure ongoing evaluation within district
- Use evaluation information to help them make decisions about programs and policy

Developmental Review

The first meeting discussed the goals and objectives and a general outline for the workshop. The last meeting of the topic team reviewed the first version of the workshop. In addition, the workshop was also tested and reviewed with two different groups of school board members and superintendents at the Northwest Regional Educational Laboratory.

Pilot Test Activities

	Place	Date	No. of Participants	Presenter
1.	Anchorage, Alaska	Nov. 1979	58	Tomblin
2.	Boise, Idaho	Nov. 1979	76	Tomblin
3.	Helena, Montana	Nov. 1979	45	Tomblin
4.	Portland, Oregon	Nov. 1979	52	Wolfe
5.	Spokane, Washington	Dec. 1979	232	Tomblin & Wolfe

Summary of Pilot Test Activities

Evaluation Methodology

The package in its original pilot test form was tested in 4 states with a total of 600 people, of whom 93 percent were school board members. The pilot tests employed a "pretest-treatment-posttest" format. The participants were informed that the materials were in a pilot test form and that their cooperation and their evaluations would be most helpful. All of the participants agreed to complete pre-workshop and post-workshop questionnaires.

The results of pre- and post-workshop evaluations for all participants are presented in Table 1. Table 2 presents the data from only the school board members. The responses to the open-ended statement are not presented in this document, but they were used in adjusting certain parts of the pilot test workshop.

Evaluation

There have been two major reviews of this workshop, one by the project staff (internal) and one by the topic team (external). The review by the topic team resembled a pilot test in that the topic team were participants. After the workshop was presented, they expressed their reactions on a written critique and then reviewed the materials in a discussion. In addition, there were two pilot tests of the entire workshop, each test being conducted with school board members and superintendents. At the conclusion of each review or pilot test, information was collected from the participants on a standard workshop critique form (See Table 1).

A major purpose of the pilot test in this instance was to determine if the language, the ideas, the content, and the level of the approach to program evaluation was appropriate to school board members. Program evaluation is an area in which few board members or few school boards are heavily involved; therefore, this workshop endeavored to find the entry level to introduce school board members to their role in program evaluation. It was also intended to be a model on which further information and workshops, materials and products could be developed to give board members more in-depth information about involvement in program evaluation.

Both reviews and pilot tests determined that the ideas and content presented in the workshop were indeed relevant and useful to school board members. They also indicated that the material is appropriate for all school board members and is not restricted to newly elected board members nor is it restricted to veteran board members or board members in a certain locale (See Tables 2 and 3).

A summary of the pilot test evaluations from more than 600 school board members and superintendents who have participated in the Program Evaluation workshop confirms the value of the workshop to the participants. In response to the evaluation question, "Did the content help you as a school board member?" the average response was 4.47 on a 5-point scale. One caution should be noted. The workshop should not be pushed into any time frame less than 90 minutes. Smaller time frames do not allow adequate time for appropriate group discussion, which results in some level of dissatisfaction among the participants.

Typical Comments

Examples of comments made by participants when asked to state one thing they learned from the session included these representative phrases:

- The importance of clarifying issues prior to substantive discussion
- Useful problem solving model and procedures
- Helpful hints on prioritization
- That I need further education in evaluation
- That the Lab does make use of feedback from pilot groups
- Supported by interest in increasing effort to affect curriculum evaluation

Expert Review

The third and final review of the material was conducted on two levels, one by the National School Boards Association and a second and independent evaluation by Dr. Keith Goldhammer of Michigan State University. The materials and procedures at this level were reviewed and evaluated for the following:

1. Their representation of the existing basis of knowledge in the literature and the profession
2. The procedures and methods outlined in the workshop and leader's guide

Changes

A number of changes evolved as the workshop was evaluated and reviewed. The most dramatic change was the expansion of the "visuals" to the "lecture" part of the workshop and the addition of the "questionnaires" that can be used by the board members.

Field Tests

Field tests were defined as those occasions when the workshop was delivered by a person other than a member of the NWREL staff. The workshop was delivered in five states by six different association staff people to more than 900 school board members and superintendents.

The recommended changes from the pilot tests, field tests and expert reviews have been incorporated in this package.

Table 1

Program Evaluation Workshop

Summary of Pilot Test Data

Questions:	August 27 NWREL	September 25 Staff Review of Revision	October 4 Topic Team Sheraton Inn	October 16 NWREL Wash. & Oregon
Objectives Clear?	Yes - 50%	Verbal Discussion	Yes - 100%	91%
Objectives Met?	Yes - 50%		Yes -	91%
Ideas - Relevant to Board Members	Yes - 75 %		Yes - 100%	45% NA 27%
Willingness to Discuss Program Evaluation	N/A		More Willing 67%	More Willing 82%
Overall Reaction to Workshop	Minor Change 75%		As is - 50% Minor Change 50%	As is - 64% Minor Change 27%
Appropriate For All Board Members	N/A		Yes - 100%	82%
Number of Participants Total	5	3	7	11
Board Members	3		4	6
Superintendents	1		2	4
Other	1 (no data)	3 Staff	1 (no data)	1

Table 2

The Board's Role in Program Evaluation
Pilot Tests
State Convention Workshops - November-December, 1979

	Montana November 1 & 2		Alaska November 9 & 10		Oregon November	Washington November 29	Washington December 1	
Amount of time for session:	1½ hours		3½ hours		2 hours	1½ hours	1 hour	
Questions:								
Did workshop cover what was advertised?	3.50	4.21	N/A	N/A	N/A	N/A	N/A	N/A
Content of help to you as SB member?	4.00	4.47	4.33	5.00	4.49	4.02	4.21	4.33
Specific actions to take back re: program and/or its evaluation?	3.73	3.95	3.50	4.07	4.44	4.00	3.85	4.07
Adequate time for questions?	2.77	4.11			2.49	3.88	2.63	3.07
Overall rating of workshop:	3.29	3.50				3.87	4.04	3.93
Scale: 1 = low, 5 = high								
*These ratings were mixed with other sessions presented throughout the day and do not reflect reaction to Program Evaluation workshop only.								

Table 3

Summary of Evaluation Workshop Results From Five State Conventions

Question	Mean*	%
1. Do you feel that the content of this workshop will be of help to you as a school board member?	4.49	
2. Is there one (or more) specific action(s) you can take back to your district re: program and/or evaluation?	4.44	
Percentage naming one:		53.3%
3. Was adequate time allowed for questions and/or discussion during the presentation?	3.80	
4. Percentage stating things learned or gained from session:		82%
5. Overall workshop rating:		
* Mean is based on scale of 1 = low, 5 = high	4.30	

THE SCHOOL BOARD'S ROLE IN PROGRAM EVALUATION

Workshop Critique

In order to improve the workshop, we would appreciate your time in answering the following questions. Feel free to make comments regarding any item.

1. Did this workshop cover what it was advertised to cover?

No		Somewhat		Yes
1	2	3	4	5

If not, what was missing that you expected to cover? _____

_____

2. Do you feel that the content of this workshop will be of help to you as a school board member?

No		Somewhat		Yes
1	2	3	4	5

3. Is there one (or more) specific action(s) you can take back to your district concerning program and/or its evaluation?

Definitely Not		Somewhat		Definitely Yes
1	2	3	4	5

Can you name one? _____

_____

4. Was adequate time allowed for questions and discussion during the presentation?

No		Somewhat		Yes
1	2	3	4	5

5. Please state one thing you learned or gained from the session:

_____

_____

6. What questions remain unanswered for you regarding program evaluation?

_____

_____

7. Relative to workshops you have attended, how do you rate this workshop?

Very Poor				Very Good
1	2	3	4	5

8. How would you rate the overall performance of the leader--knowledge and presentation?

Very Poor				Very Good
1	2	3	4	5

9. Are you:

____ A school board member
____ A superintendent
____ Other: please state: _____

10. What can the leader do to improve the session?

11. Any additional comments for improving this and future workshops will be appreciated.

EVALUATING INSTRUCTIONAL PROGRAMS*

> "the governing board of every school district shall evaluate its educational program, and shall make such revisions as it deems necessary."
>
> California Education Code

Every time you respond to a question about your curriculum (such as, "Do you have a good reading program in your district?"; "How are our students doing in math?"; "Is our elementary science program adequate?") you are making an evaluation, and you go through two steps. First, you collect or identify information about the program. Second, you judge or place a value on the worth of that program.

Therefore, you need to consider your sources of information. Do you have data collected in some systematic way from the appropriate group in addition to the informal sources that every board member has? There are times when an angry parent or community member wishes the board to take action; the old saying about the squeaking wheel getting the attention is sometimes true and we may react before we find out if that one concerned person is expressing a comment representative of others or if it is an isolated incident. Do we have an ice cube or the tip of an iceberg? Is it a small incident that can be solved between the persons involved or by providing information or is it indicative of a real problem within the curriculum or instructional program?

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*Tomblin, B. T., & Wolfe, L. G. Evaluating Instructional Programs. Sacramento, CA: California School Boards Association Journal, September 1980.

Ongoing systematic evaluation can help you determine which is the case. It can help you be leaders and take a role of positive action rather than a reactive or crisis-centered role.

What we want to do in this article is to emphasize the importance and uses of program evaluation for school boards and provide you with a process for beginning a systematic cycle of program evaluation within your district. We will present some specific ideas of the board's role in evaluation and of the payoff to you and your community, and especially to your students for whom the schools and the curriculum were established. We cannot overemphasize the value of approaching program evaluation with a very positive attitude and concern for improving the program. This will combat the threatening aspects of evaluation, particularly to those who are unfamiliar with evaluation or who may not understand your intention.

What is Evaluation?

Program evaluation, as discussed here, is a systematic collection of information about a curricular program which includes a judgment of worth and recommendations for improvement of and decisions about the program. The primary purpose of program evaluation is not to prove but to improve. Of course, decisions do have to be made to cut back or discontinue programs. Even then, program evaluation can help insure the decision is based on good information rather than opinion. Evaluation is an important part of a well functioning program cycle which is an ongoing process to continually improve the curricular program. Phases of that cycle are: (1) planning, (2) implementation, (3) evaluation, and (4) revision, if necessary; then the cycle begins again.

Figure 1. Curricular Program Cycle

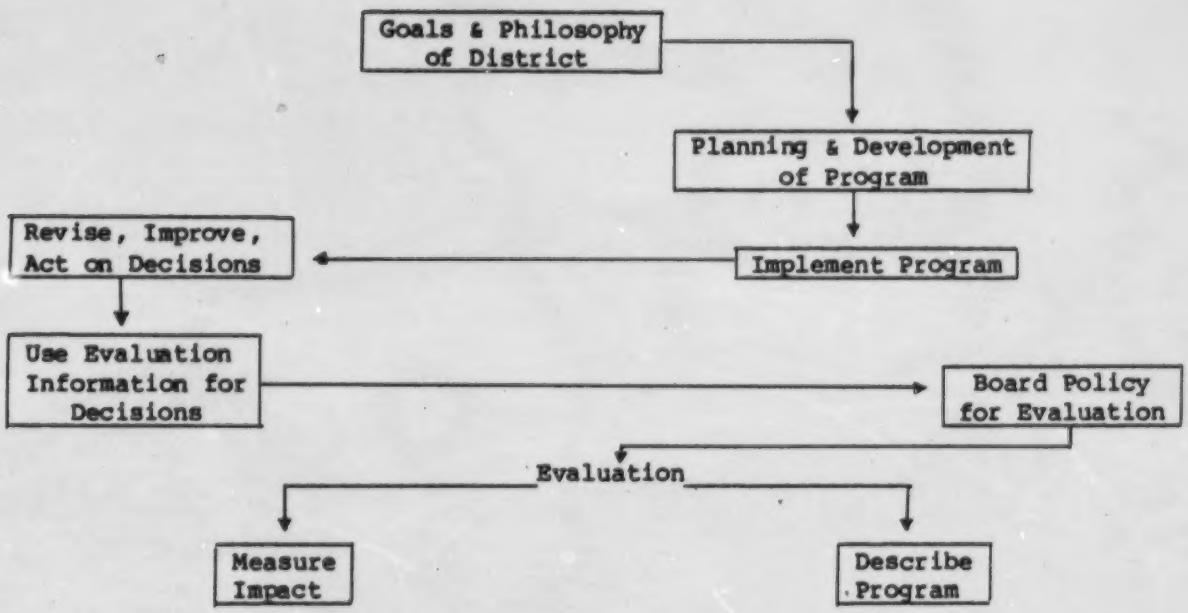

Figure 2. Board Involvement in Program Development and Evaluation

How Can It Help You?

Evaluation of learning programs is a very important vehicle for school board involvement in the educational program and the payoff for boards and students (as well as teachers and administrators) can be tremendous. In addition to helping you make decisions about programs (such as whether to adopt, expand, cut back, etc.) evaluation helps in the following areas:

Policy Development

- Gives you written bases for policy development
- Helps you learn about your district's program in an efficient and organized manner

Community Involvement and Communication

- Demonstrates to the community your involvement with the school program and promotes that program to the community
- Allows the community to provide input as to its wishes for the educational program through surveys, meetings, interviews and other methods of collecting evaluation information
- Provides ready access to information when isolated complaints arise

Staff Support

- Demonstrates to the teachers and administrators your care and support for the curriculum and the work they are doing
- Helps the teaching staff show evidence to the community of their efforts
- Helps you recognize the professional manner in which your district staff is performing, which will build both your pride in their efforts and increase their pride and pleasure in their work

Superintendent

- Provides information for long-range planning for the curriculum
- Helps to build cooperative working relationships between the board and superintendent

Costs and Cautions

You need to be aware that many may, at the beginning, confuse program evaluation with a witch hunt or an effort to fire people. It should be clear that you are evaluating programs, not people. You, of course, do want to have an effective procedure for personnel evaluation, but do not confuse the two. Program evaluation may indicate staff development is needed, and your district will want to provide for staff improvement and opportunity for the staff to grow before any personnel action is taken, and that action would be the result of separate procedure. Program evaluation points out ways to improve program. Evaluation is a threatening procedure to all of us; therefore, care must be taken to be clear that the intent is to improve the curriculum for the students and that fair methods of evaluation are used.

Other costs will include allocation of resources, such as time and money, to conduct evaluation and devoting board meeting time to consider curriculum and evaluation results. Is curriculum a high priority to your board? When you make decisions about program, particularly if you have to cut back, do you want these decisions to be in the best interest of your students? These issues would bear more discussion, but the main purpose of this article is to provide you with a process to begin (or improve) program evaluation in your district.

How Do We Get Started?

Assuming that you do not currently have a system of program evaluation with which you are pleased,* how do you start? Enthusiastic as you may be, you must realize that you cannot do everything at once. You must set priorities and realize limitations. Limitations include the number of personnel to carry out the evaluation, time, limited funds (Oh, yes, money!), and deadlines for decisions.

One way to successfully deal with the limitations and help you start a program of quality evaluation is to set curricular priorities. The superintendent and school board can work together to decide which program is to receive priority for the first year. If you wish, you could do a formal needs assessment, including information from many groups. You may have a pressing need of which you are acutely aware in your district and for which you feel you have justifiable reasons to designate that program as your top priority. In that case, you might decide not to start with a needs assessment, but to start immediately with an evaluation of that program. You may wish to make use of school site councils, parent advisory groups, curriculum committees or other organized groups to do a "short-cut" needs assessment while planning a more comprehensive needs assessment several years in the future. Remember the importance of long-range planning.

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*The authors would be very interested in hearing about evaluation systems currently used by the board members/superintendents/readers of this article, particularly those which you feel are successful. Please send information to the authors in care of CSBA.

However you decide to set your priorities, keep your focus to one or, at most, two programs for the first time through the process. Expand to others as you have your system of evaluation working well. Step number one, then, is to choose a program of emphasis.

Asking the Critical Questions

You have selected your program. Presumably, at the end of the evaluation process, you may be making a decision about that program; i.e., revise, continue as is, expand or cut back. Before the evaluation process starts, you must determine the questions you need answered to make that decision. A good process for you to use is to first "brainstorm" and list all the questions you might like to have answered about the selected program. Depending on how your board operates, you may want to list questions separately first before discussing or you may want to formulate a list as a group through discussion. Your list may turn out to be very long and, no doubt, you will also have a good discussion among yourselves as you make this list. As you look at your list with pride and exhaustion, the problem of limitations is going to hit you again. There is probably no way that you can effectively get answers to all those questions (and have anyone in the district with any energy left for other business). Curb your enthusiasm enough to realize that you and your staff are going to need stamina too. There are other programs worthy of attention, and this process needs to be ongoing, not just a one-time shot. In order to have a quality evaluation providing you with useful information, force yourselves to select critical questions for the focus of this program's evaluation. Which questions/answers are absolutely vital to your decision about the program? In the curriculum institute session, we asked you to select three questions, but in your own district you may select one, two, three, or even four.

Some of the issues which will influence your selection may be:

- What information already exists and has only to be taken off the shelf and dusted a bit?
- Do you have personnel trained in evaluation methodology who can direct or carry out the evaluation?
- Do you have committees or volunteers who could be tapped for help in doing surveys, interviews, etc.?
- How much time do you have?
- Are you willing and able to hire someone outside the district to conduct the evaluation?
- Are there federal rules and guidelines for the program which will dictate that certain questions must be answered or that a certain methodology must be used in the evaluation plan?

The Plan

You will need to request an evaluation plan; this may come from district administrators, from an outside consultant to from whomever you/your superintendent designate(s) as responsible for the evaluation. The plan should include a timeline (you need information prior to your decision, not a week after), and ways to collect information which will describe the program and information which can tell you the impact of the program or program results. An evaluation which gives a comparison of programs and the advantages/disadvantages of each can be very helpful. You will need to approve the plan and allocate the appropriate resources. You must either allow sufficient time or restrict the questions you want answered. Realize, too, that some questions cannot be answered conclusively as any of us would like. "I/we don't know" is sometimes a legitimate and the only honest answer. However, we keep trying to find answers.

Final Steps

When the evaluation process has been completed, you will receive a report. When designating the person(s) responsible for evaluation, the board and superintendent may want to indicate whether or not they expect recommendations in the final report. We suggest that it is the evaluator's responsibility to draw conclusions and make recommendations, acknowledging that the board and superintendent still have the option of accepting or rejecting those recommendations as they make their decision about the program.

When you have received the report, you will want to discuss the results, then make your program decision. You will also want to consider dissemination of information. For example, there will be some results you will want to publicize to your community, some you will want to provide to the teachers within the program for their use, some to the building administrators, and some to your curriculum specialists and/or central administration.

At this stage, you will need to review:

- Did we ask the right questions? Look at your policy on program evaluation.
- Is it adequate? If not, revise it <u>now</u>!

Then, remembering that your purpose is to have a continuous, systematic evaluation of school programs, you select another program and start the process again.

You will very likely find that your superintendent and administrative staff are very appreciative, helpful and welcoming of the board's interest and involvement. For your own district, you may wish to share some of the tasks in this article so that the superintendent is more or less involved, but that depends on the manner in which you usually work. The emphasis is, of course, on a cooperative, joint effort which will benefit the students in the district.

Once Again, What is the Process the Board Can Use?

Steps

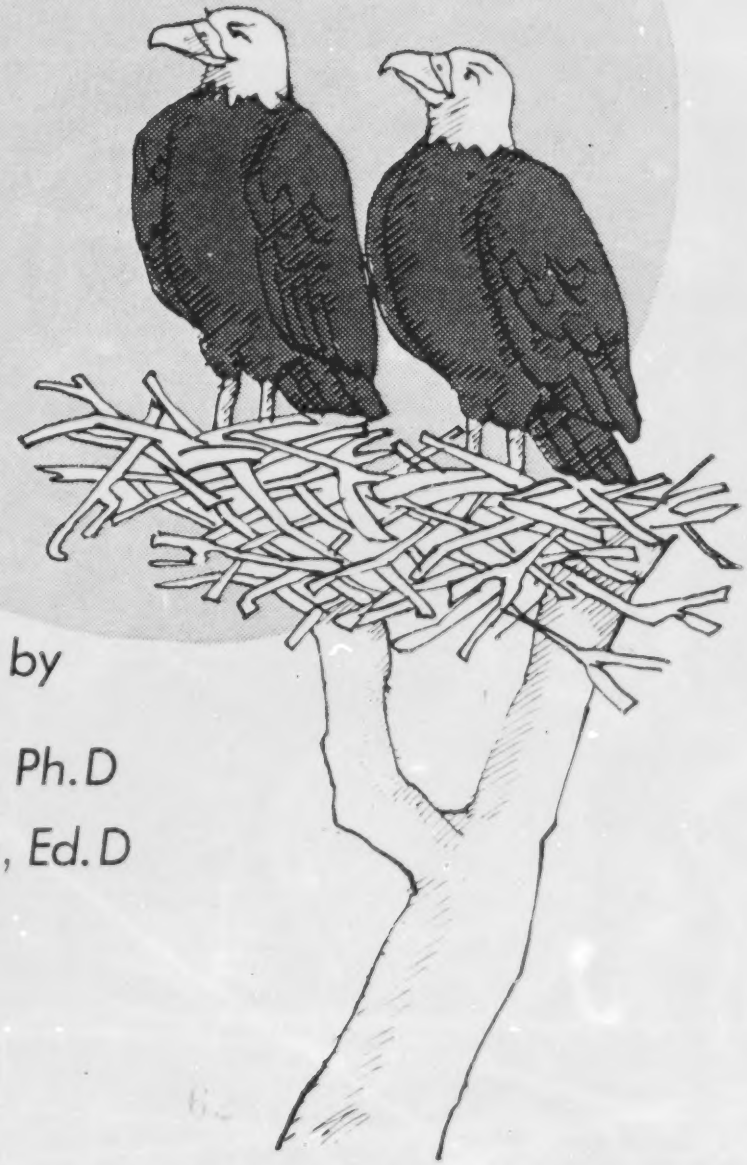
1. Set policy to insure program evaluation.
2. Select program for evaluation.
3. What decision faces the board at the conclusion of the evaluation?
4. Brainstorm list of questions that need to be answered before that decision is made.
5. Select (narrow down list to) a few questions vital to making your decision.
6. Request an evaluation plan to answer those questions.
7. Review plan provided by evaluator (should include timeline).
8. Approve plan or request change.
9. Allocate resources (time, money, personnel).
10. Monitor evaluation process as needed.
11. Receive evaluation report.
12. Discuss results.
13. Make program decision.
14. Provide results to the appropriate groups and individuals.
15. Review your policy or policies. Revise if necessary.
16. Congratulate yourselves (and others) on a job well done; take a deep breath, and
17. Select next program to be evaluated (start the process again).

Other Issues

There are many other issues which you will encounter later, such as interpreting test results, deciding whether you have good quality and accurate information, gathering more specifics about what is realistic to expect from an evaluation, deciding how to deal with those resistant to evaluation of the program, and so on. You will find that some questions cannot be answered as completely as you wish. You may also want to know if you have an effective decision making process. Unfortunately, we do not have time to discuss all of the issues here. Instead, we have tried to provide you with some rationale for beginning or continuing program evaluation, a suggested process to begin, some of the benefits and costs of program evaluation and, during the workshop session, some practice of that process and an opportunity to discuss with other board members how that process might work. We would hope to discuss other issues in future workshops or articles. A final note is that establishing a cooperative working relationship with your superintendent and staff through a mutual goal is <u>vital</u> to a successful program evaluation effort. In this process you can help your superintendent and management team; he/she/they can help you. Remember that your purpose is the one on which you campaigned: To improve the educational program and provide the best schools you can to your community. We wish you success in your efforts.

Program Evaluation

a workshop



developed by

Betty Tomblin, Ph.D

Leslie G. Wolfe, Ed.D

OBJECTIVES OF THE WORKSHOP

To Participants

Objectives of the workshop are to stimulate discussion on program evaluation to identify:

1. Program evaluation and how is it used
2. The school board's role in program evaluation
3. How program evaluation can help school board members
4. Some of the questions program evaluation can answer
5. Some of the questions school board members need to ask about program evaluation

EXERCISE 1
(5 minutes to complete)

Where Are You?

1. What percent of time does your board spend on curriculum or school programs?

2. What percent of board time would you like to see your board spend on curriculum matters?

3. Please state a question or concern about an existing school program in your district.

4. What does evaluation mean to you?

EXERCISE 2
(5 minutes to complete)

Program Evaluation

Please answer the following questions as they apply to your district.

1. Which teacher in your district has the most effective reading program? _____

2. Would you vote to maintain your district's math program as it is now? _____

3. Do students graduating from vocational courses have the skills needed for that vocation? _____

4. Who is the best teacher in the district? _____

5. Should students be required to take chemistry before graduating from high school? _____

EXERCISE 3
(10 minutes to complete)

Who is Responsible?

Following are some of the procedures that might be used with regard to curriculum evaluation. It is acknowledged that in many of these both school board and educators would be involved. However, for this exercise, you are asked to make a choice according to who you think has the primary authority or responsibility for each item.

	School Board	Professional Educators
1. Ask questions about program and its evaluation		
2. Request a plan for systematic program evaluation		
3. Develop a plan		
4. Modify/approve plan		
5. Establish priorities list along with program evaluation plan		
6. Make resources available for program evaluation		
7. Carry out evaluation plan		
8. Report evaluation results		
9. Use evaluation results		
10. Advise community of evaluation		
11. Monitor use of the evaluation plan		

EXERCISE 4

The Board's Role in Program Evaluation

1. Raise questions and concerns about curriculum
2. Set a policy for a systematic plan of curriculum evaluation
3. Prioritize evaluation efforts
4. Receive evaluation results
5. Use results for decision making
6. Use evaluation information to select criteria as basis of decisions about curriculum
7. Write those criteria and let community know on what criteria a decision was made
8. Communicate with the community in appropriate ways about evaluation
9. Monitor implementation of evaluation plan/policy (remember, it is a continuous, ongoing process)

These should be done in cooperation with the superintendent (and other educators, as appropriate).

Can you add to this list?

_____

_____

_____

_____

EXERCISE 5

How Would a School Board Use Information From Evaluation?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

EXERCISE 6
(15 minutes)

Program Analysis

_____
Program Selected

Using the situation for your group, follow the three steps.

1. Identify the decision you think the board should make:

2. List questions that need to be asked:

3. Select the three most important questions.

4. List three pieces of evaluation information you will need from the superintendent.

SOME EVALUATION OPTIONS

Who Might Conduct the Evaluation?

Internal

Evaluation staff
Subject area specialists
Special committee (specify composition: teachers? administrators? nurses? a combination? parents?)
Existing committee (specify: math curriculum committee, etc.)

External

Individual evaluator
Evaluation team
Parent committee study

What Types of Data Might Be Collected?

Survey of:

Community, students, teachers, administrators, graduates (former students), classified staff, etc.

For Test Data:

That compares students with other students across nation, request norm-referenced test data

That shows student growth according to objectives of district curriculum, request objective-referenced tests

That shows student performance according to set standards, such as psycho-motor skills in P.E., request performance tests

That shows student scores on teacher-made tests, request teacher-constructed test data

Other Data

Objectives
Cost information
Similar information about two programs for comparison purposes
Strictly controlled research information

For Information About a Program:

To help improve the program as it is being developed and tried, request formative evaluation.

To summarize results at end of a program or a year, request summative evaluation.

School Board Action

A recent study of schools in California found that in the most effective schools the evaluation and testing programs were a part of the policy and procedures of the district.

DEFINITIONS

CURRICULUM

The Actual Experiences Provided Pupils by the School to Realize Goals

Some Influences on those Experiences:

- Students
- Teachers
- Administrators
- Superintendent
- Materials
- Community
- School Board

EVALUATION:

Evaluation is a Two Step Process

1. Identify and collect information
2. Judge and place value on that information so that a decision can be made

PROGRAM EVALUATION LOOKS AT:

- Description of the program
- Impact of the program

RESOURCE LIST

Keys to School Boardsmanship. Portland, Oregon: Northwest Regional Educational Laboratory, 300 S. W. Sixth Avenue, Portland, Oregon 97204. (503) 248-6800

National School Boards Association, 1055 Thomas Jefferson, N. W., Suite 600, Washington, C. C. 20007. (202) 337-7666

Alaska Association of School Boards, 204 North Franklin Street, Suite 3, Juneau, Alaska 99801. (907) 586-1083

Idaho School Boards Association, 427 Idaho Building, P. O. Box 2577, Boise, Idaho 83701. (208) 342-6441

Montana School Boards Association, 501 North Sanders, Helena, Montana 59601. (406) 442-2180

Oregon School Boards Association, P. O. Box 1068, Salem, Oregon 97308. (503) 588-2800

Washington State School Directors' Association, 200 East Union Avenue, Olympia, Washington 98501. (206) 753-3305

Joint Committee on Standards for Educational Evaluation, Standards for Evaluations of Educational Programs, Projects and Materials. Draft, 1978.

Owens, T. R. Program Evaluation for Busy Administrators. Portland, Oregon: Northwest Regional Educational Laboratory, 1979.

Here's the situation:

Math

Your board is taking a look at math requirements at secondary level. There is a geometry class offered at ninth grade (junior high) level for students who were eligible to take algebra in eighth grade. The students are selected from the results of a test administered at the end of seventh grade. One of the members of your board has an extreme dislike for the teacher of that junior high geometry class and suggests that it be discontinued. Last week five parents of students in the geometry class attended the board meeting to voice their support for the class. This year only 20 students were eligible and signed up for the class.

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.

Here's the situation:

Foreign Language

For several years your district has had a foreign language program in the middle school, seventh and eighth grades, in which French, Spanish and German are taught. Two high school teachers have complained that the programs taught in the middle school prevent students from taking their classes in high school. A check reveals that enrollment in French and Spanish has declined at high school level. Keeping three foreign languages in the middle school is expensive, particularly since only five students signed up for German IV (fourth year) at high school for the past two years. Your board just received a letter supporting the middle school program signed by 10 parents whose children have participated in the middle school foreign languages classes.

You accidentally overheard two teachers discussing the program; they said that the reason enrollment declines in high school is that the high school doesn't have a strong or interesting program; that it concentrates on reading literature instead of teaching students how to speak the language. (Neither of these teachers teach language.)

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.

Here's the situation:

Social Studies

A social studies teacher in a suburban junior high on the east coast takes students into a slum area of the city for them to see poverty living conditions first hand. A board member objects to this field trip because the next door neighbor's child came home crying about the conditions seen on the trip. The board member does not object to students reading about conditions of poverty, but does object to such a graphic way of demonstrating the situation.

As a board,

1. Is this a curriculum issue? Why or why not?

2. Does the board have a decision to make? If so, what is the decision? (Just identify, don't make the decision yet!)

3. If there is a board decision, list questions you would want to ask.

4. Select the three most important questions.

Here's the situation:

Talented and Gifted

Your board is considering a gifted and talented program. Your district's community is composed mainly of refinery workers, farmers and college professors. About one third of your enrollment are minority students (about 20 percent black, 10 percent Hispanic). Some members of the community are dissatisfied with the district's efforts to improve achievement level of two of the elementary schools which have had consistently lower scores than other schools. Other community people affiliated with the college have spoken out that not enough attention is given to college bound students in the district. District enrollment has declined slightly over the past two years.

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.

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Here's the situation:

Bilingual Education

About 30 percent of your community is Spanish speaking; about 5 percent speak German in the home. The foreign language program teaches French, German, Russian and Spanish in high school only.

You have been requested to install a maintenance program of bilingual education by one of your building administrators, who has written a proposal. The proposal, if accepted, would be funded by the federal government the first year, but would be funded by the district the second and third years (half the second year and total district funding the third year).

Your task is:

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.

Here's the situation:

Sex Education

Your district currently has no formal or planned sex education program. However, it appears several teachers are acting on their own.

Your community is split in half on whether to have a sex education program according to a survey conducted last year. Some members of the community feel very strongly that sex education belongs in the home, not in the schools. Another group feels equally as strong that the schools need a sex education program. There were several pregnancies last year at high school level and two at junior high. You've had a number of personal calls both for and against the issue. Community pressure is building for some type of decision.

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.

Here's the situation:

Reading

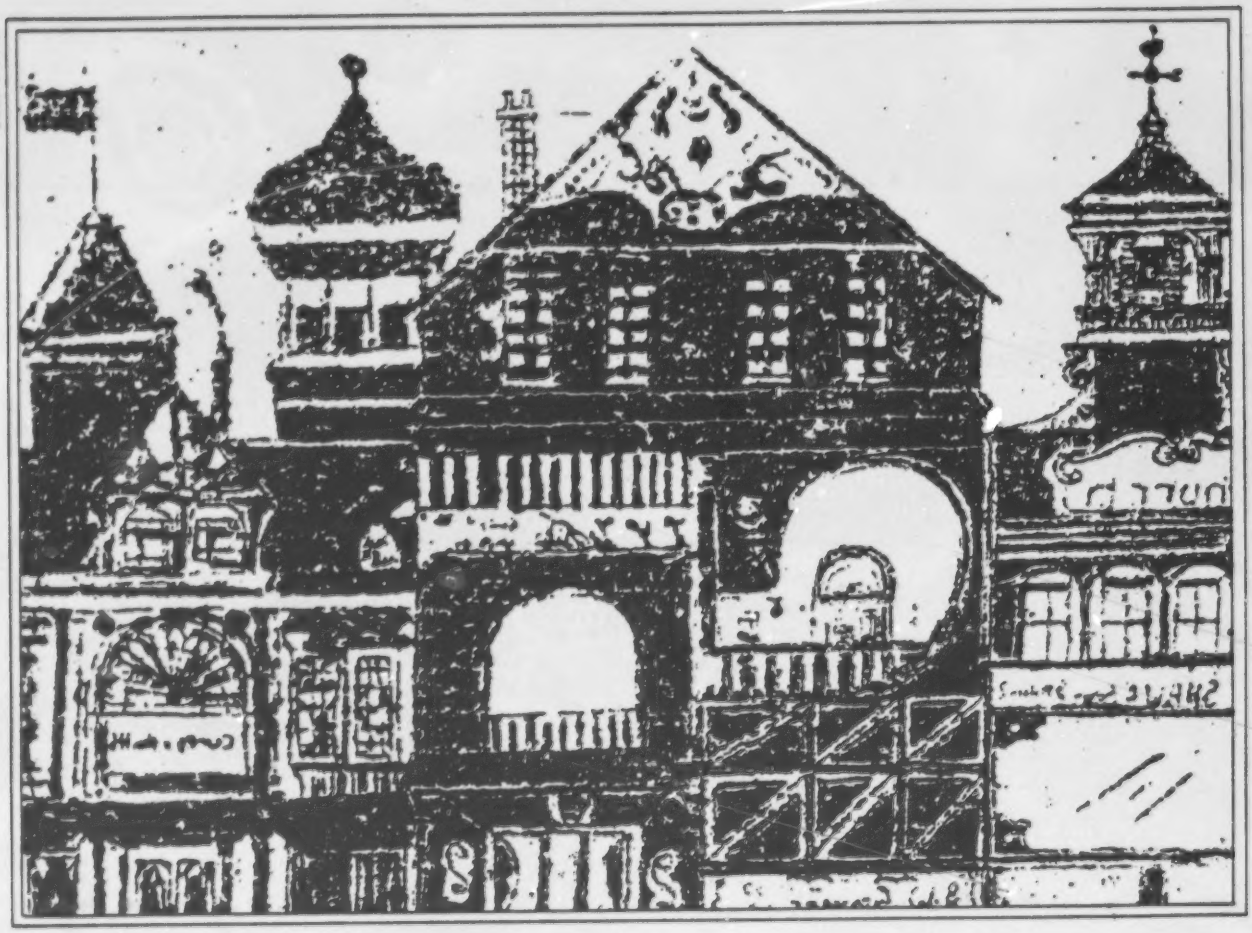
There are four elementary schools in your district. One has had an individualized reading program for three years; the other three have a program which is more traditional and has been used in the district for 10 years. From testing conducted regularly in the district, you see no achievement differences between the two programs. The individualized reading program is more expensive to operate. A neighbor of yours is a teacher's aide in the individualized reading program and tells you often how great it is. A friend, whom you usually see at church on Sundays, and whose opinion you generally respect, tells you that the traditional program is much better.

As a board,

1. Identify the decision which needs to be made. (Just identify, don't make the decision yet!)

2. List the questions you want to ask.

3. Select the three most important questions.



Chris Branco

Process For Change

Evaluating Your Instructional Programs

Dr. BETTY TOMBLIN
Dr. LESLIE WOLFE

Authors' biographies on page 19

Every time you respond to a question about your curriculum, you are making an evaluation: First, you collect or identify information about the program; second, you judge or place a value on the worth of that program. You need to consider your sources of information. Do you have data collected in a systematic way from the appropriate group as well as information from your informal sources?

At times an angry parent or community member will demand you take action; you may react before you find out if that one concerned person is

expressing a comment representative of others or if it is an isolated incident: Do you have an iceberg — or an ice cube? A complaint may represent a small incident that can be solved between the persons involved or by providing information or it may indicate a real problem within the curriculum or instructional program. Ongoing systematic evaluation can help you determine which is the case. It will help you be a leader that takes a pro-active, not a reactive, role.

What Is Evaluation?

Evaluation is an important part of the ongoing process to continually improve the curricular program. Phases of that cycle are planning, implementation, evaluation, revision; and the cycle begins again.

The systematic and continuous evaluation of programs should be monitored by the board. The board's role is primarily to establish the philosophy and goals for the district, set the policy for program evaluation, request evaluation, use evaluation information for its program decisions, and examine congruence between programs and philosophy.

How Can It Help You?

The payoff for boards, students, teachers and administrators can be tremendous. In addition to helping boards decide whether to adopt, expand, or cut back programs, evaluation helps in the following areas:

Policy Development

- Gives you written bases
- Helps you learn about your district's program in an efficient manner

Community Involvement and Communication

- Demonstrates to the community your involvement with the school program and promotes that program to the community.
- Allows the community to provide input through surveys, meetings, interviews and other methods.
- Provides ready access to information when isolated complaints arise.

Staff Support

- Demonstrates to the teachers and administrators your care and support for the curriculum and the work they are doing.
- Helps the teaching staff show evidence to the community of their efforts.

"The governing board of every school district shall evaluate its educational program, and shall make such revisions as it deems necessary."

Education Code

- Helps you recognize the professional manner in which your district staff is performing.

Superintendent

- Provides information for long-range program planning.
- Helps build cooperative working relationship between the board and superintendent.

How Do We Get Started?

Assuming that you do not currently have a system of program evaluation with which you are pleased, how do you start?[1] Enthusiastic as you may be, you can not do everything at once. You must set priorities, and realize such limitations as the number of personnel and amount of time available to carry out the evaluation, limited funds, and deadlines for decisions.

One way to deal with such limitations at the start is to establish priorities. The superintendent and school board can work together to choose the program to receive priority the first year. The board might choose to do a formal needs assessment to obtain information from many groups, or your district may have an obvious and pressing need that makes the choice for you; in that case you might start immediately with an evaluation of that program. If the need is somewhat less pressing, you may involve school site councils, parent advisory groups, curriculum committees or other organized groups in doing a "short cut" needs assessment while planning a more comprehensive needs assessment several years in the future.

However you decide to set your priorities, keep your focus to one or at most two programs for the first time through the process.

(continued on page 38)

[1]The authors would be interested in hearing about evaluation systems currently used by board members/superintendents, particularly those which you believe are successful.

(Evaluating Program, continued from page 35)

Asking the Critical Questions

You have selected your program. Before the evaluation process starts, you must determine the questions you need answered.

One approach is for the board to "brainstorm" to come up with all the questions you want answered about the selected program. You can either list questions individually before discussing, or you may make up a list as a group through discussion.

As you review the list, the problem of limitations is going to hit you again: There is probably no way that you can get answers to all those questions and have anyone in the district with any energy left for other business. As you face cutting the list, bear in mind this process will be ongoing, not just a one-time shot. Force yourselves to select critical questions for the focus of this initial evaluation. Among these might be

- Which questions/answers are absolutely vital to your decision about the program?
- What information exists and has only to be taken off the shelf and dusted off?
- Do you have personnel trained in evaluation methodology who can direct or carry out the evaluation?
- Do you have committees or volunteers who could be tapped for help in doing surveys, interviews, etc?
- How much time do you have?
- Are you willing and able to hire someone outside the district to conduct the evaluation?
- Are there federal rules and guidelines for the program which will dictate that certain questions *must* be answered or a certain methodology *must* be used in the evaluation plan?

The Plan

An evaluation plan must be designed at your request by district administrators, by an outside consultant or by whomever you and the superintendent designate as responsible for the evaluation. The plan should include a timeline and a discussion of ways to collect information which will describe the program itself and the impact of the program or program results. An evaluation plan which will compare programs and the advantages/disadvantages of each can be very helpful.

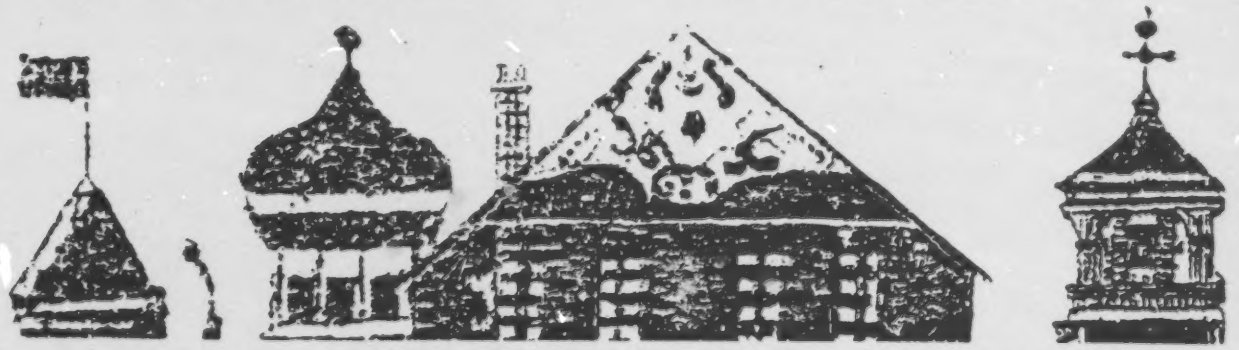
Final Steps

When the evaluation process has been completed, the board will receive a report from the person assigned to conduct the evaluation. The evaluator should be required to draw conclusions and make recommendations; your board and superintendent may, of course, elect to accept or reject those recommendations in deciding about the program.

When you have received the report and made your program decision, you will also want to consider dissemination of information: you will want to publicize some results to your community; some you will want to provide to the teachers, some to the building administrators, some to your curriculum specialists and/or central administration.

Now is the time for review. Did you ask the right questions? Is your policy on program evaluation adequate? If not, revise it NOW! Then, remembering that your purpose is to have a continuous, systematic evaluation of school programs, select another program and start the process again.

You will very likely find that your superintendent and administrative staff are very appreciative, helpful and welcoming of the board's interest and involvement. The emphasis is on a cooperative joint effort which will benefit the students in your district. ■



THE SCHOOL BOARD'S ROLE IN PROGRAM EVALUATION

Workshop Critique

In order to improve the workshop, we would appreciate your time in answering the following questions. Feel free to make comments regarding any item.

1. Did this workshop cover what it was advertised to cover?

No		Somewhat		Yes
1	2	3	4	5

If not, what was missing that you expected to cover? _____

_____

2. Do you feel that the content of this workshop will be of help to you as a school board member?

No		Somewhat		Yes
1	2	3	4	5

3. Is there one (or more) specific action(s) you can take back to your district concerning program and/or its evaluation?

Definitely Not		Somewhat		Definitely Yes
1	2	3	4	5

Can you name one? _____

_____

4. Was adequate time allowed for questions and discussion during the presentation?

No		Somewhat		Yes
1	2	3	4	5

5. Please state one thing you learned or gained from the session:

_____

_____

6. What questions remain unanswered for you regarding program evaluation?

_____

_____

7. Relative to workshops you have attended, how do you rate this workshop?

Very Poor				Very Good
1	2	3	4	5

8. How would you rate the overall performance of the leader--knowledge and presentation?

Very Poor				Very Good
1	2	3	4	5

9. Are you:

____ A school board member
____ A superintendent
____ Other: please state: _____

10. What can the leader do to improve the session?

11. Any additional comments for improving this and future workshops will be appreciated.

RELATED TRANSPARENCIES

PROGRAM EVALUATION

WORKSHOP OBJECTIVES

- Program evaluation and how is it used
- The school board's role in program evaluation
- Evaluation can help school board members
- Questions program evaluation can answer
- Questions school board members need to ask

USE OF BOARD TIME

10% or less _____

10% to 20% _____

20% to 30% _____

30% to 40% _____

40% to 50% _____

50% to 60% _____

60% to 100% _____

WISH IT WERE

0% – 25% _____

25% – 50% _____

50% – 75% _____

PE 3

Goals

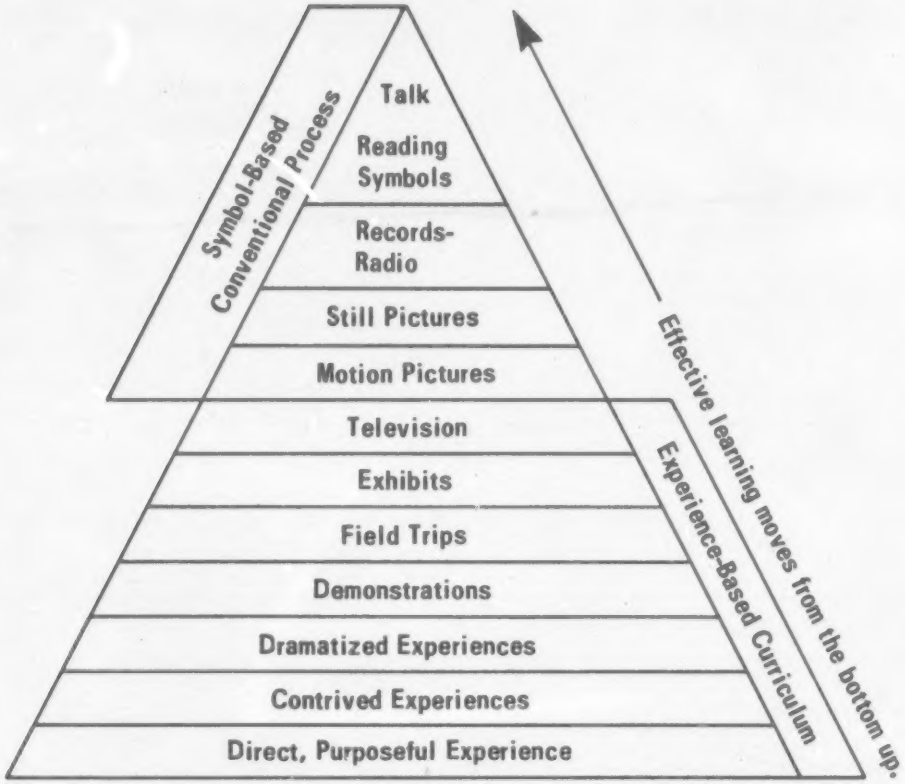
- Academic goals
- Social goals
- Vocational goals
- Personal development goals

Resources

- Textbooks
- Teachers
- Principals
- Superintendents
- Teacher aides
- Custodial staff
- Counselors
- Others in the school
- Learning materials
- Physical facilities
- Etc.

PE 5

CONE OF EXPERIENCES*



*Edgar, Dale. Audiovisual methods in teaching. Revised edition. New York: Dryden Press, 1954. pg. 43.

PE 6

LEARNING PROGRAM

THE ACTUAL EXPERIENCES PROVIDED PUPILS BY THE SCHOOL TO ACHIEVE GOALS

No Control

- The abilities of students
- Parent expectations
- Community expectations

PE 3

Influences on Learning

- Textbooks
- Instructional Materials
- Teachers
- Principals
- Time on Task

Judgments based on

- Do you have good information?
- Where did you get your information?

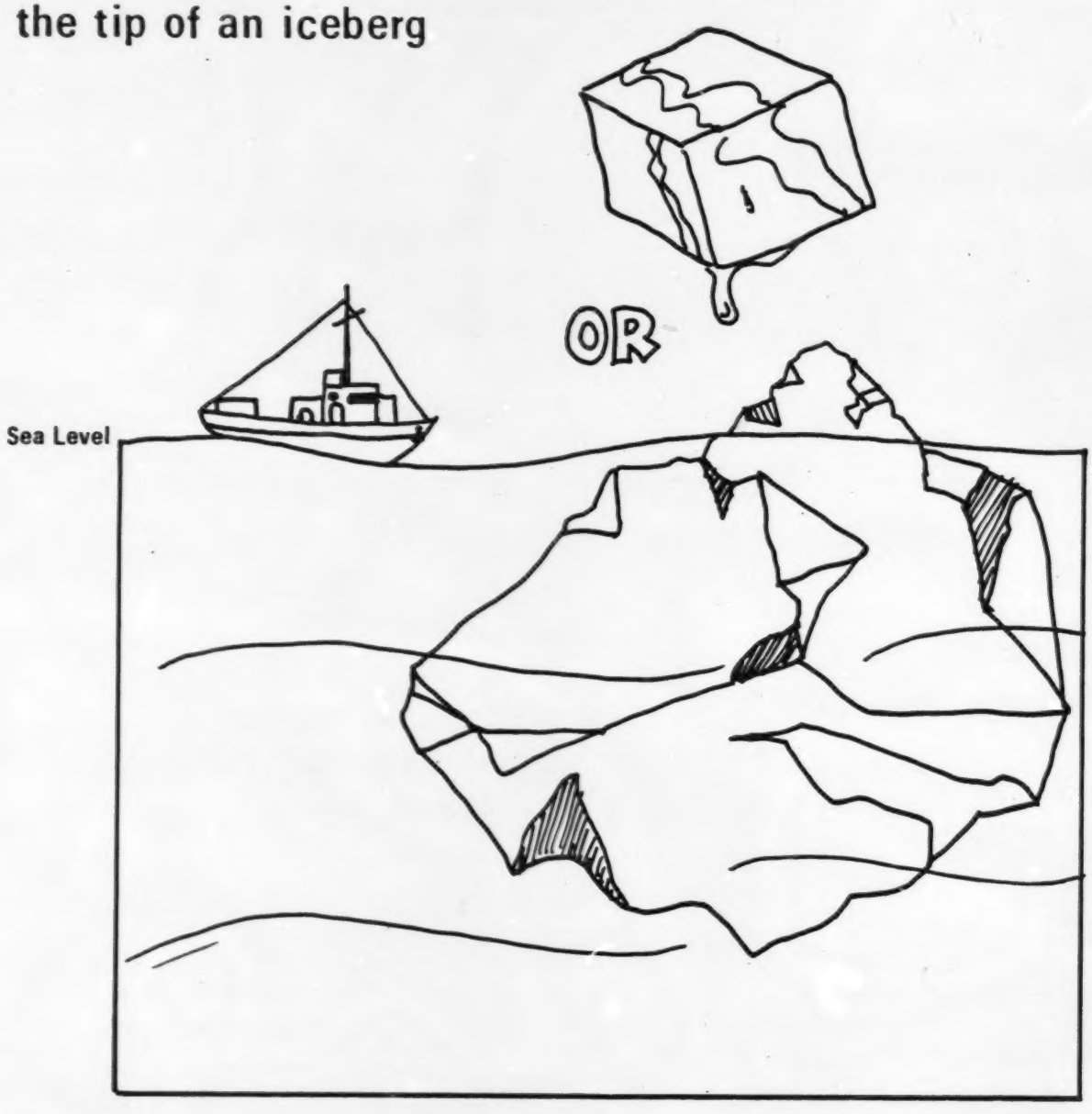
PE 10

Types of Information

- Intuition
- Personal likes/dislikes
- Opinion of neighborhood
- Test data
- External evaluation team
- Winning state championship
- New reading program
- Research report
- Report by specialist
- Advisory committee report

TIP OF THE ICEBERG VS ICE CUBE

When you hear a complaint or a question, you don't know if you have a single ice cube or the tip of an iceberg



UNLESS YOU HAVE A PLANNED SYSTEM OF EVALUATION

PROGRAM EVALUATION IS A TWO STEP PROCESS

1. Identify and collect information

2. Judge and place value on that information so that a decision can be made

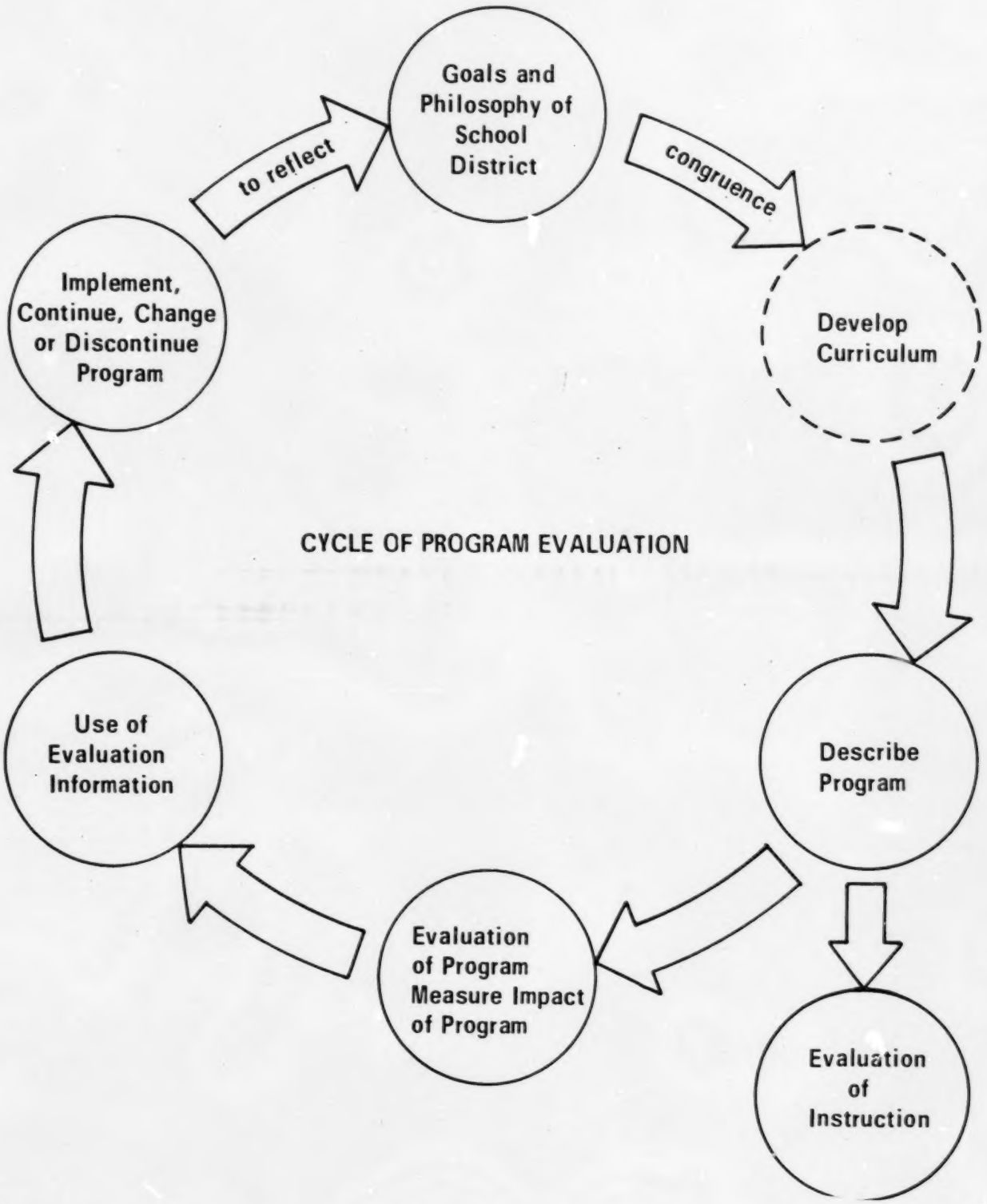
The School Board has a Responsibility for Providing a Program of Quality Instruction Within Available Resources

Their Responsibility is Ongoing and Continuous. The School Board must Continue to ask Questions and Seek Information about the curriculum. . .

Through a Systematic Plan for Curriculum Evaluation

Questions the board must ask

- Is the curriculum sound?
- Is the staff implementing the plan?
- Are the students learning?



CYCLE OF PROGRAM EVALUATION

THE SCHOOL BOARD'S ROLE IN CURRICULUM EVALUATION

- Raise questions and concerns about curriculum
- Set policy for a systematic plan of curriculum evaluation
- Receive evaluation results
- USE evaluation information to select criteria as basis of decisions about curriculum
- WRITE those criteria and let community know on what criteria a decision was made
- Communicate with the community in appropriate ways about evaluation
- Monitor implementation of evaluation plan/policy (remember, it is a continuous, ongoing process)

PE

USES OF EVALUATION

- District funding of program
- Continuation of a program
- Change of a program
- Basis for a decision
- Communicate with community
- Examine congruence
- Basis for policy
- Meet federal and state guidelines
- Demonstrate needs of programs
- Adoption of new program

School board members are accountable and responsible for the quality of the learning program:

- ***Evaluation of teachers***
- ***Evaluation of principals***
- ***Evaluation of superintendents***
- ***Evaluation of instructional materials***
- ***Evaluation of student achievement***

—Thomas Shannon

PE 19

DEFINITIONS

CURRICULUM

The Actual Experiences Provided Pupils by the School to Realize Goals

Some Influences on those Experiences:

- Students
- Teachers
- Administrators
- Superintendent
- Materials
- Community
- School Board

EVALUATION:

Evaluation is a Two Step Process

1. Identify and collect information
2. Judge and place value on that information so that a decision can be made

PROGRAM EVALUATION LOOKS AT:

- Description of the program
- Impact of the program

PE 20